



Inspire, Empower, Improve
George Spicer SEND Information Report 2022-23

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Glossary of Terms

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This document was updated by the Inclusion Team Autumn 2022

How does the school know if my child needs extra help and how will they communicate this to me?

The school regularly monitors all children's attainment and progress through:

- Daily monitoring & assessment in class
- Regular assessed pieces of work
- Moderation/discussions with other members of staff
- Termly pupil progress meetings with the Senior Leadership Team
- Termly Inclusion meetings with the Inclusion team
- Monthly SEN Surgeries
- Parents evening/discussions with parents
- Pupil, teacher and support staff feedback (qualitative data)

We will communicate this with you by:

- Parents' consultation day and evenings.
- Seeing parents at the end of the day
- Telephone call or email
- Organise meetings if concerns have been raised usually arranged by the AHT for Inclusion/SENCOs in conjunction with the Class Teacher.

Further assessment may be used when progress and attainment are significantly below age related expectations. Onward referrals may need to be made to or by other agencies such as the school nurse, speech and language therapy services, educational psychology, autism advisory service and other local Outreach services for more specialised support and advice.

George Spicer Primary School fully complies with expectations laid out within the SEND Code of Practice 2015. If you would like to find out more about the SEND Code of Practice, follow the link below:

[Special Educational Needs and Disability Code of Practice: 0 to 25 years](#)

Who are the best people to talk to at George Spicer about my child's difficulties with learning/Special Educational Needs?

The initial point of contact should be your child's class teacher. The class teacher will always seek advice where necessary from our AHT for Inclusion, SENCo (Special Educational Needs and Disabilities Co-ordinator) or the year groups Leaders of Learning.

The Class teacher is responsible for:

- Monitoring the progress of your child and planning for any additional help or support your child may need;
- Delivering inclusive adapted curriculum;
- Using the Ordinarily Available document provision document provided by the borough to support which *'identifies approaches that require no additional funding or staffing but which constitute engaging teaching and effective differentiation as required by the teachers' standards'*;
- Writing My Achievement Plans (Learning Support Plan), sharing and reviewing these with parents once a term. Overseen by the Inclusion Team and ensuring pupils are aware of the outcomes, these will be linked to their EHCP long term outcomes if applicable, and
- Ensuring the schools SEND policy is followed in their classroom.

The Leader of Learning is responsible for:

- Overseeing the progress of the year group and ensuring every child makes progress

The SENCo is responsible for:

- Co-ordinating support for children with SEND;
- Updating the SEND register and keeping records of your child's progress, needs and support ;
- Providing specialist support for staff so they can help children with SEND make progress;

Ensuing that you as a parent/carer are:

- involved in supporting your child's learning;
- kept informed of your child's progress, and
- Liaising with other people who will support your child i.e. Speech and Language Therapist, Educational Psychologist etc.

The Assistant Head teacher for Inclusion is responsible for:

- Remaining oversight of provision, support, training and delivery for vulnerable children including Special Educational Needs, English as an Additional Language and Looked after children, and
- Line manager to the SENCos and learning support staff

The Administrative Assistant for the Inclusion team is responsible for:

- Organising meetings with families and or other professionals;
- Keeping SEN documents organised and notifying appropriate staff and or professionals, and
- Communicating information on behalf of the inclusion team with staff and or families.

The Head teacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND, and
- Making sure the Governing Body is kept up to date about any issues in the school relating to SEND

The SEN Governor is responsible for:

- Ensuring that the necessary support is provided for any child who has SEND, through termly meetings with the Inclusion Team and termly reports from the Head teacher.

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What are the different types of support or strategies that are available for children with SEND at George Spicer?

First and foremost, your child should receive consistently good teaching in the classroom on a daily basis – this is also known as 'Quality First Teaching'.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching builds on what your child already knows.
- Different ways of teaching are in place: mixed ability groups; working in pairs; independent working; ability grouping, along with specific strategies in place to support your child to learn.
- Your child's teacher will carefully monitor and track your child's progress and will implement effective strategies to implement to support them to make better progress.
- Working collaboratively to create a My Achievement Plans. (MAPs) All children on the SEN register will have a MAP in place as will any children currently being monitored for a potential SEN.

Some children will benefit from working in a smaller group of children on specific work to help them make progress. These groups, often called 'Intervention groups', may be;

- Within the classroom or outside the classroom
- Led by a teacher or member of the learning support staff team who have received training to take the lead.

Some children will need to be referred to an external professional so that we can access more specialist support and advice.

- This is usually the case when quality first teaching and intervention groups have not helped your child to make enough progress.
- Parents need to give their consent before a referral can be made.
- This can include Educational Psychologists, CAMHs, Speech and Language Therapists, Specialist Advisory Teachers, Outreach, Physiotherapists or Occupational Therapists.

Waiting lists to access external services can be long and so it is advisable to refer your child as soon as the need has been identified. If it is a health or medical matter, parents may also go to their GP for these referrals as sometimes this can be quicker than referring through school.

When the referral has been made, the professional will make an appointment to meet with you and your child at school to consider your child's needs and plan next steps – this may include assessing your child. The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set better targets which will include their specific expertise
- A group run by school staff under the guidance of the outside professional e.g. a social skills group A group or individual work with outside professionals

Some children may need more specified individual support beyond that already provided by the school.

This can be provided by requesting a statutory assessment from the local authority in which you live. Follow link below to see the Enfield Local Offer www.enfield.gov.uk/SEND

This support is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCo/AHT for Inclusion as needing a particularly high level of need and or small group teaching. If, following a request for statutory assessment, an EHCP is agreed the school will be able to access additional financial support from the Local Authority (LA) to enable your child's outcomes to be met.

For your child this would mean:

- The school (or you) can request that the Local Authority (LA) carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child to enable them to reach their desired outcomes.
- After the school (or you) have sent in the request, including information and reports from professionals working with your child, the LA will decide whether they think your child's needs are being met, based on the evidence provided. If the LA agree your child needs support that is additional to and different from provision that is ordinarily available they will agree to the request for statutory assessment. At this point, the LA will ask you and all the professionals involved to write a report outlining what would be required to enable your child to meet their desired outcomes. If they do not think your child needs an EHC Plan, they will not carry out a statutory assessment but will ask the school to continue with the support already provided.
- If the statutory assessment is agreed, after the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong to the extent that they require additional financial support in school to enable them to make good progress. If this is the case the LA will create an EHC Plan, offering a Coproduction meeting with yourself (the family) and the school.

The LA will only write EHC Plans for children whose learning needs:

- Are severe, complex and lifelong
- Require more support in school than the school's budget can provide

If statutory assessment is not considered necessary by the local education authority, your child will continue to receive the support already provided to support identified needs.

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What specific interventions or strategies are on offer at George Spicer?

Children would not be put into any intervention without discussion first with you as parents. Not all interventions are suitable for every child as they may have specific criteria they may need to meet.

Behaviour and Emotional

- Use of talk partners during lesson times
- Peer mentors – for identified children generally during play-times
- Play leaders – facilitating and supporting games in the playground
- Learning Mentor time
- Support from external agencies (E.g. SWERRL – Formally known as Behaviour Support Service (BSS), this is accessed when the child needs more specialist help
- Positive behaviour strategies – ‘Time to Shine’ weekly assembly
- School charters – In line with being a Gold Status RRS school, including Class, Playground, School and Lunch Hall charters.
- Nurture Intervention (Yr. 1 focus)
- Lunchtime club to support children who find the playground challenging
- Referral to Educational Mental Health Practitioners.

Speech, Language and social skills

- Interventions from Speech and Language Therapy Service
- Implementation of speech and language programmes by TAs, guided by Speech and Language Therapy Services
- Support from two members of staff trained in speech and language strategies
- Use of early language intervention such as Nuffield Early Language Intervention (NELI) and Talk Boost
- Promotion of Colourful Semantics across the school
- Communication in print: Symbols and pictures to aid comprehension
- Small group social skills – turn taking, discussions, playing fairly
- Visual timetables
- Use of recording equipment such as ‘Talking Tiles’

Literacy (Reading, writing, spelling)

- Daily Supported Reading in year 1 and other year groups as appropriate
- Daily Supported Reading in later part of Reception
- Better Reading Support Partnerships Intervention (BRSP) Yr. 1 – Yr. 6
- Rainbow letters
- Toe-by-Toe and Strides Ahead
- Small group support in class through Guided Reading
- SEND friendly resources – coloured acetates, coloured paper, wider lines, pictures, word mats, use of ICT, phoneme frames, InPrint resources
- Phonological Awareness Training (P.A.T)
- Awareness of learning styles – visual, auditory and kinaesthetic approach
- Daily 1-1 reading for those that need it
- Small group writing sessions focusing on vocabulary, grammar and pre / over learning strategies.

Numeracy

- 1st class @ number – intervention
- 5 minute box – 1-1 intervention
- Wave 3 Maths
- Small group work

Physical development (including Medical needs)

- Two Welfare Assistants
- Access to the school nurse
- Referral to Occupational Therapy
- Referral to Physiotherapy
- Finger grips
- Posture cushions
- Writing slops
- Weighted equipment
- Sensory room for KS1 and access to the Snug for KS 2
- Implementation of Care Plans – With the Welfare Assistants
- Handwriting intervention such as Write from the Start

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What other support can George Spicer access for me or my child?

As a school we can make referrals to some outside agencies or give you information regarding other services available to you and your child depending on the need. Most of these referrals are made by completing an Early Help Form which will be completed with yourself and a member of the inclusion team

- The class teacher is regularly available to discuss your child's progress, or any concerns you may have, and to share information about what is working well at home and school so similar strategies can be used. Appointments can be made via the school office.
- The SENCo/AHT for Inclusion is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- MAPs will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.
- Once termly where possible, coffee mornings will be arranged with the Inclusion Team and our Learning Mentors.

Useful parental agencies:

Enfield Local Authority Local Offer	The Local Authority has set out its own local offer	https://new.enfield.gov.uk/services/children-and-education/local-offer/
Every Parent and Child	The parent partnership gives free, independent, confidential and impartial advice and support to parents and carers.	020 8373 6243 email us at: enquiries@epandc.org.uk
Our Voice	A parent-led organisation seeking to improve services for children with disabilities in Enfield.	Phone: 07516 662315 info@ourvoiceenfield.org.uk
Contact a family	Contact a family is the only national charity that exist to support the families of disabled children whatever their condition or disability	Help Line : 0808 3555 www.cafamily.org.uk info@cafamily.org.uk
Council for Disabled Children	CDC's vision is a society in which disabled children's needs are met, their aspirations supported and their rights respected.	https://councilfordisabledchildren.org.uk
IPSEA (Independent	A national charity providing free legal based advice to families	Phone: 0300 22 5899 Fridays only: 9:30 am – 3:00 pm

Parental Special Education Advice	who have children with special educational needs. All advice is given by trained volunteers.	
Parent Support Service	The Community Parent Support Service is available to all families living in Enfield and works with parents of children aged 0-18 dealing with concerns and issues before they escalate and become a problem.	Phone: 0208 372 2002 Requesting the Parent Support Service
Bishop Harvey Family Service	'BHFS' [the North London therapeutic family service of Catholic Children's Society], provides help to children, teenagers and their families experiencing behavioural and emotional difficulties.	Phone: 0208 883 7826
ConnectEd North	ConnectEd North delivers a range of therapeutic services.	Phone: 0208 883 7826
Informed Families (IF)	Enfield's Family Information Service – run by Enfield Council's Community Access, Childcare and Early Years (CACEY) service.	www.enfield.gov.uk/if
Family Based Solutions	Family Solutions for Child to Parent abuse Domestic Abuse recovery	familybasedsolutions.org.uk admin@familybasedsolutions.org.uk
Enfield Young People in Caring	Offers support to young carers and their families	Tel: 02083663677 Email: youngcarers@enfieldcarers.org
Enfield Parent Partnerships	Offers support and advice to parents. Autism specific support	Accessed through MASH referral and Early Help.
Citizens Advice Bureau	Provide a free advice service on a range of topics such as work, education, benefits and legal advice	National Helpline: 0800 744 8848 Enfield Helpline: 0808 278 7837

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Who funds the services that my child may access?

Directly funded by the School:

- Booster teachers in a various year groups to support learning.
- 1 TA for every class in the school to enable intervention work and groups to take place.
- 2 X full time Welfare Assistants who will administer medicines as required in accordance with school policy and with parents' consent
- Intervention Programmes such as NELI – Nuffield Early Language Intervention (Yr. 1 & Yr. R) Better Reading Support Partnerships, First Class Number Etc...
- Additional Educational Psychologist visits
- 2 X Full time Speech and Language Teaching Assistants

Paid for centrally by the Local Authority but delivered in school:

- Autism Outreach Service, known as EASA
- Educational Psychology Service
- SWERRL previously known as Behaviour Support Service
- Speech and Language Therapy (provided by Health but paid for by the Local Authority)
- EYSI Team – Early Years Social Inclusion

Jointly funded by the Local Authority and school:

- Nurture Intervention Group (Yr. 1)

Provided and paid for by the Health Service (Enfield and Barnet NHS Trust) but delivered in school:

- School Nurse who can advise about medical needs of the children
- Occupational Therapy
- Physiotherapy

Provided and paid for by the LA and also Health and provided outside of school:

- CAMHS Child and Adolescent Mental Health Service

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Who are the staff members supporting children with SEND and what training do they have?

- George Spicer has a full inclusion team made up of two part-time SENCOs, each with a site lead responsibility, an AHT for Inclusion and an administrative assistant. It is the role of the school SENCOs and AHT for Inclusion to support class teachers in planning appropriate provision for children with SEND.
- The Inclusion team regularly attend courses and keep abreast of reforms on SEND to ensure staff are kept up to date with changes in legislation and practice.
- Both SENCOs, as well as the AHT for Inclusion are qualified teachers who have achieved the National award for Coordinating Special Educational Needs. (NASENCO award) The Inclusion Team are fully committed in improving outcomes for our vulnerable children.
- Each member of the Inclusion Team have personal specialisms within the area of SEND
 - Mrs Sarah Brown is a Level 7 qualified specialist teacher for children with Specific Learning Difficulties, with a focus on dyslexia.
 - Mrs Sarah Selatna-Reeves specialises in supporting children with attachment difficulties and trauma.
 - Mrs Dasha Conolly specialises in supporting children with physical and sensory needs.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. Makaton provided by the EYSI team.
- We have two ELKLAN trained members of support staff, and a third member of the team study this academic year, to support Speech Language and Communication Needs (SLCN) in KS 1 and KS 2.
- We run whole school training on SEND issues such as ASD, specific learning difficulties and speech and language difficulties.
- Outside experts such as EP, OT, SaLT and advisory teachers provide teachers with expert advice to help support children who have been assessed in school. Such teachers may provide INSET to staff or advice in the form of a written report following a visit.
- All staff have current Safeguarding training.

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How will the teaching be adapted for my child with SEND?

- All class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met using adaptive teaching strategies and by taking into consideration Enfield's Ordinarily Available Provision document.
- Class teachers keep a record of strategies and adaptations to quality first teaching, this information supports the formation of My Achievement Plans to impact on good classroom practice, as well as onward referrals to access support from external services.
- Learning Support Assistants with the relevant and appropriate training can adapt the teachers' planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Personalised Curriculums and timetables are written for some children with a higher level of need. This means sometimes children with higher needs will be able to access the curriculum with their class through the use of adaptive teaching strategies and at other times they will work on a parallel curriculum either individually or as part of a small group.
- Planning and teaching will be adapted by class teachers on a daily basis as needed to meet individual learning needs.
- For some children, additional funding can be accessed through the provision of an Educational Health and Care plan (EHCP). Funding is referred to within the EHCP in terms of supported hours and it is important to know this does not necessarily mean the provision of an additional adult in a 1:1 capacity. Support can take the form of smaller teaching groups, delivering intervention specific to the child's need, shared support as well as the provision of specialist resources. **It is the decision of the school to consider how funding should be used to meet the needs of all children in our care.**

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How is George Spicer accessible to children with SEND?

- The KS1 building is all on one level; the KS 2 building has a ramp leading to the ground floor.
- Accessible toilet facilities are available at our KS 1 site.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Before and after school provision is accessible to all children including those with SEND
- A sensory room is available on our KS 1 site, this room has recently had a makeover and is now fully operation at our Kimberley Garden's site. Whilst we do not have a sensory room on both sites, we intend to continue to develop our sensory garden areas on both sites and are developing 'The Snug' safe space on our KS 2 Site This provision is intended pupils who struggle with managing emotional regulation and children with sensory processing difficulties.
- Tables and chairs at the appropriate heights.
- Blinds at windows
- Visual timetables
- Extra-curricular activities are accessible for children with SEND

For more detailed information please refer to our current Accessibility Plan.

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How will my child be supported when they are leaving George Spicer's or moving on to another class?

When moving from Nursery to Reception:

- Visits to Nursery will be planned to observe children and collect important information regarding needs and provision.
- Settling visits and play dates will be arranged to provide opportunities for children and families to meet the teachers, experience the learning environment and stay for a cooked lunch.
- Transition booklets will be provided with photographs of the setting as well as the teaching team.
- Where appropriate additional transition visits may be arranged or meetings with appropriate agencies to collect more information as necessary.
- The children will experience a phased start to support them in making a smooth transition into full time reception.
- Further liaison with Feeder Nursery provisions to support smooth transitions for children with SEND, including supporting making early requests for statutory assessment to enable improved outcomes for our children when they begin school.
- Our EYFS and KS 1 Lead SENCo supports transition meetings for children with SEN before joining our setting, and provides additional liaison to our feeder nursery schools.

Transitions in school from Reception to Year 6

- Transition stories will be provided to support your child with photographs of their new classroom, teacher and supporting adults. When children transition from Kimberley Gardens Site to Sketty Road Site, the transition stories will also include the playground, hall, toilets, place to each lunch, library etc... to support the child with becoming familiar with their new surroundings.
- All the children will have time in their new class with their new teacher.
- If needed your child will spend extra time visiting their new class and teacher.
- If needed your child will be given a transition book with photographs of his new teacher and classroom for them to look at over the half term.
- In the Summer term, 'hand over' meetings will take place to share information and maintain continuity of support, sometimes this may include advice from other professionals.

Secondary Transfer or transferring to another setting:

- Where possible your child will visit their new school on several occasions such as open evenings, taster days, and transition visits, and in some cases staff from the new school will visit your child in our school
- If required the SENCo/AHT for Inclusion will attend secondary transition meetings to discuss the specific needs of your child with the SENCo/AHT for Inclusion of their secondary school or new school.
- Your child take part in focused learning activities about aspects of transition to support their understanding of the changes ahead in the classroom
- Where applicable, your child will have the opportunity to attend a transition group with other year 6 pupils to discuss some of the worries and issues facing them.
- Support to prepare your child may include maps and photographs to increase their familiarity with their new school environment.

- Our KS 2 Lead SENCo supports transition meetings for our children with SEND as well as applications for travel training in the Summer term before our Yr. 6 children transition to their new school.

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Questions from parents and answers from SENCo

Q. How open will teachers be with parents if they think their child has SEND?

A. Teachers will always be honest and open with parents about any difficulties your child is having in school. As teachers we are unable to offer a diagnosis for a child but will always discuss any concerns, we may have with you and ask for your input as well.

Q. When will my child be starting new support groups?

A. We try where possible to start new groups at the beginning of the term but this will be discussed with you before your child starts any group.

Q. How often will there be a review regarding their experience on completion of intervention groups?

A. Studies have shown that an intervention needs to run for 12 weeks for impact to be shown. Once this 12-week period is up, we then review the impact of the group and this is discussed with the Headship team and yourselves. If it has been successful, your child does not need to carry on. If not, we look at alternative interventions or next steps.

Q. If I am not happy with the support offered, where can I get help from if not the school?

A. We would always encourage discussions within the school if you are unhappy with any aspect of your child's education. If you are not happy with the support please speak to your class teacher, Leader of Learning, SENCo and finally a member of the Headship team. If you still wish to speak to someone outside of the school please follow the link for the Enfield Local Offer above and this will tell you which relevant services are available for you to access in the borough.

Q. Are parent helpers advised of any particular disabilities to ensure safeguarding of children?

A. Anyone that works in the classroom will be told of a child's particular need but only if they need to know for example to keep the child safe, or to support them in their learning. The importance of confidentiality is discussed with every person who enters the classroom.

Q. How do I go about raising a concern, sharing information or make a complaint?

A. Good communication is very important to us, please share information and or initial concerns with the class teacher. If you are considering making a complaint around SEN or inclusion themes, we would encourage you in the first instance to speak with your child's class teacher and our Inclusion Team. If talking through the concern with a member of the Inclusion Team does not support you with finding appropriate solutions, you will need to follow our school Complaints procedures. A copy of this policy is displayed on our website and paper copies can be accessed through the school office. Please do also tell us when we get things right!

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Where can I find reliable information online regarding SEN?



Information on what Autism is, and offers: support, advice, resources and courses.



Information on what Dyslexia is and offers information to support co-occurring difficulties at home and at school.



Information to support speech language and communication needs



Information to support dyspraxia.

NHS information on dyspraxia and developmental coordination disorder can also be accessed here



Information on supporting issues surrounding mental health



Offers support and advice on: accessing educational provision for Special Educational Needs and Disabilities applying for school places; mental health and wellbeing, and skills and confidence building.

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How is secondary school admissions different for children with EHCPs?

Children with an EHCP moving from primary to secondary school

Enfield Education Authority are committed to ensuring that all children with special educational needs and disabilities have the opportunity to learn, play and develop alongside their peers so they have similar opportunities and life chances.

When your child is in year six, during the autumn term the SEN Service will write to you with information relating to the secondary transfer process, outlining the steps in the process and the anticipated timeframes for completion. You will receive a proposed Statement or EHCP and be asked for two preferences of a secondary school you would like your child to transfer to. The SEN Service will consult with your preferred schools as well as the one that is most local to your home address.

A secondary school must be named (written) in your child's EHCP by 15 February.

For more information see the local authority's [guidance leaflet \(PDF\)](#) or email sen@enfield.gov.uk.

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What is the process for statutory assessment of special educational needs?

An EHCP is written in partnership with you and your child. It describes the additional specialist support your child requires in order to meet their outcomes. The EHCP will assess and consider your child's education, health and care needs. Before the EHCP is written, professionals will involve you in assessing your child's needs.

EHCP has replaced the Statement of Special Educational Needs (SEN) and the Learning Difficulties Assessment (LDA). There will be more emphasis on the views of children, young people and their parents in decision making. You will be asked to complete the **all about me section (PDF)** with your child as part of the assessment process. This helps us to get to know your child. Professionals will be expected to work with families about the things that are important to them in order to help them achieve their aspirations and outcomes. EHCP will be reviewed annually.

See how young people have contributed to their EHCP by visiting **My EHCP**.

Our **EHCP pathway (PDF)** explains the assessment process that you will go through, which may result in an EHCP for your child. There is also a **guide for parents and carers** to the SEND reforms, which describes how the new system works.

Links to government website:

Statutory assessment

<https://www.enfield.gov.uk/services/children-and-education/local-offer/education-5-to-18/education-health-and-care-plan#statutory-assessment>

EHCP information

<https://www.enfield.gov.uk/services/children-and-education/local-offer/education-5-to-18/education-health-and-care-plan#information-advice-and-support>

Mediation and dispute

<https://www.enfield.gov.uk/services/children-and-education/local-offer/education-5-to-18/education-health-and-care-plan#mediation-and-dispute>

Annual review of EHCP

<https://www.enfield.gov.uk/services/children-and-education/local-offer/education-5-to-18/education-health-and-care-plan#annual-review-of-ehcp>

Guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

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What do the children say about school and their learning?

Children across the school, including pupils from KS 1 and KS 2 with SEND, EAL and from disadvantaged backgrounds, were asked a sample of the following questions in age and need appropriate ways. The children's responses are shown in speech bubbles below, the number in brackets refers to the question number.

Questions:

1. What is it like to be a pupil at our school?
2. What do you like about school?
3. How do adults help you at school?
4. What helps you the most?
5. What do you find difficult at school?
6. What might help you improve more?

I like that everyone is independent and positive in my classroom. I like school. (Q. 1) Yr. 4

I like working in smaller groups, it helps me to understand better and it is easier to ask questions. (Q. 6) Yr. 2

Teachers help me by saying the question again. (Q.3) Yr. 2

I like reading books at school, seeing my friends and I like learning. I think I am good at maths, especially arithmetic. (Q. 2) Yr. 6

Teachers always help me right away if I need help. My friend, who is my partner in class, helps me to learn too. (Q. 4) Yr. 4

I like that the adult help me because I can find things tricky, especially at home. (Q. 1) Yr. 5

Sometimes I find it hard when I cannot find the right words in English, but my teacher and my friends always help me. (Q. 5) Yr. 5

Adults help me to become calm and focused, (Q.3) Yr. 5

When the teachers show me and give me reminders like good listening and good looking. (Q. 6) Yr. 3

Explaining things in different ways helps me the most and demonstrations too. (Q. 4) Yr. 5

If I get worried, talking helps me (Q.4) Yr. 6

Since I came to George Spicer I feel people listen to me. (Q. 3) Yr. 6

Adults help me learn (Q. 3) Yr. 2

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Glossary of Terms

ADHD – Attention Deficit Hyperactivity Disorder

ADD – Attention Deficit Disorder

ARE – Age Related Expectations

ASD – Autistic Spectrum Disorder

BSS – Behaviour Support Services now known as SWERRL

CAMHS – Child and Adolescent Mental Health Services

CDT – Child Development Team

DLD – Developmental Language Delay

EASA – Enfield Advisory Service for Autism

EHCP – Education Health and Care Plan – for children with multiple and complex needs

EP – Educational Psychology

EYFS – Early Years Foundation Stage

EYSI Team – Early Years Social Inclusion Team

GDD – Global Development Delay

KS1 – Key Stage 1 (Children in Years 1 – 2)

KS2 – Key Stage 2 (Children in Year 3 – 6)

LA – Local Authority

LASS - Language and Social Skills

LSA – Learning Support Assistant

MAP – My Achievement Plan – school based learning support plan

OT – Occupational Therapy

PT – Physiotherapy

RRS – Rights Respecting School

SaLT – Speech and Language Therapy Services

SCC – Social Communication Clinic

SEND – Special Educational Needs and / or Disability

SENCo – Special Educational Needs Coordinator

SLCN – Speech Language and Communication Needs

SpLD – Specific learning Difficulty – such as dyslexia, dyspraxia and dyscalculia

SWERRL – Strengthening Wellbeing, Emotional Regulation and Readiness for Learning (Formerly known as Behaviour Support Service)

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